DOCUMENT RESUME

ED 302 266 IR 052 603

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TITLE Library School Educational Program without Walls. Final Report, September 1975-August 1976 and Final Report, September 1976-August 1977.
INSTITUTION University of Southern California, Los Angeles. School of Library Science.
SPONS AGENCY Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE 77
GRANT G007501991 G007603326
NOTE 31p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Libraries; Educational Opportunities; Higher Education; *Individualized Instruction; *Information Dissemination; *Library Schools; *Library Science; *Nontraditional Education; *Pacing; Pilot Projects; Public Relations
IDENTIFIERS *Schools Without Walls

ABSTRACT

This document contains two reports on an independent, self-paced educational program in library and information science which was offered by the School of Library Science of the University of Southern California. The program was designed for persons who, because of financial, job-related, family, or other personal obligations, are unable to attend classes in the traditional, scheduled daily classroom study program. The two program periods discussed in the reports were September 1975 through August 1976 and September 1976 through August 1977. Each report includes: (1) a description of the major activities and accomplishments during the program period, including the number of courses offered, time schedules, the purpose of testing, and evaluation instruments; (2) significant findings and events; (3) an author abstract; (4) a brief introductory statement about the purpose, design, and evaluation methods of the program; (5) the methods and procedures used; (6) results obtained; (7) conclusions; and (8) an executive summary which details the objectives and scope of the study; the methodology and evaluation; effective and ineffective activities; significant associated planning data; recommendations; and conclusions. (CGD)

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Final Report

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Project No. 475 AH 50025
Grant or Contract No. G007501991

ED3022666

Title of Report

Library School Educational Program Without Walls

Martha Boaz, Director

University of Southern California
School of Library Science
Los Angeles, California 90007

October 1976

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

IR053603

FINAL REPORT

Project No. 475 AH 50025 Contract or Grant No. G007501991

Period 09/01/75 to 08/31/76 Date of submission October 1976

Name of institution: University of Southern California, School of Library Science

Title of project: Library School Educational Program Without Walls

Name of project director(s): Martha Boaz

1. Major activities and accomplishments during this period (See attached)

2. Problems* (See attached)
(Describe any departures, including timing, from the original research plan; discuss special problems encountered or expected.)

3. Significant findings and events (See attached)

4. Dissemination activities*
(Itemize all newspaper or magazine articles or other published materials used for information purposes or public relations. A copy of each item should be attached.) (See attached)

5. Capital equipment acquisitions* None
(Report capital equipment acquired in whole or in part with Federal funds, and indicate significance for research progress.)

6. Data collection*
(Give an account of the progress made in gathering information through forms which had required review and clearance.) (See attached)

7. Other activities* (See attached)

8. Staff utilization
(Note any changes in staff personnel or staffing plans by additions, departures, or revisions of time or other commitments to the project.) (See attached)

9. Activities planned for next reporting period* (See attached)

Martha Boaz
Signature of Principal Investigator or Project Director

October 12 1976
Date

* If there is nothing to report in this section, write NONE.

1. Major activities and accomplishments during this period (Sept. 1975 - August 31, 1976)

   a. A number of courses were offered in the Library School Educational Program Without Walls during the 1975-76 academic year and summer session. Six were offered in the fall semester, five in the spring semester and two during the summer session. In the fall the classes met in the late afternoon and evening sessions.

      In the spring semester, to experiment and vary the program, in the evening, one in the regular day schedule and two in intensive "block" sessions on six Saturdays, spaced out over the semester. The latter met from 8:30 a.m. to 4:30 p.m., on the days scheduled. During a four weeks period in the summer two classes met every day, Monday-Friday, for intensive 2 hour sessions and received a semester, credit for the courses.

   b. Faculty members who were involved in the project met frequently with the Director to discuss plans, progress and problems.

   c. Course modules were developed to fit the "self-paced" format of the courses and audio-visual and other creative instructional materials were developed in the classes.

   d. Testing and evaluation instruments were designed and used the first semester to obtain "feedback" from students who had been in the courses; these were revised and used again in the second semester and in the summer. After the first semester oral interviews were held, on a sampling basis, with a certain number of students in each class. Copies of the instruments used have been forwarded in earlier reports.

2. No special problems were encountered.

3. Significant findings and events

   (a) The majority of students seemed to like the "self-paced" format, but some felt that they were not "conditioned" by their former educational training for the independent, disciplined type of study required in the "self-paced" courses.

   (b) Audio-visual materials were not as popular or as enthusiastically received as might have been expected.

   (c) The intensive, day-long, "block sessions held from 8:30 a.m. - 4:30 p.m. were well received.

(d) The class held in the regular day-time program, for regular full time students, during the spring semester was not an especially popular course, although the teacher is one of the best-liked persons on the faculty.

4. The same types of dissemination (publicity and information) materials used in the fall semester were continued throughout the year. There has been a great deal of interest in the program; this was reflected in numerous letters of inquiry and by telephone questions.

5. Capital equipment acquisitions.
   None.

6. Data collection
   No forms requiring review or clearance were used.

7. Students worked on special projects, in line with their individual interests.

8. Staff utilization.
   The only change in regular staff involved was in the audio-visual specialist who resigned in June and was replaced by another specialist during the summer session.

9. Activities planned for next reporting period.
   This O.E. Contract has terminated, but a similar grant, with only one-half the funding, is in progress and the present indications are that it will be a successful program.

Author's Abstract

"A Library School Educational Program Without Walls" was offered by the Library School of the University of Southern California during the 1975-76 academic year and the 1976 summer session. This independent self-paced program was designed for persons who, because of financial and job-related responsibilities, family obligations or personal reasons were unable to attend classes which meet often and in the traditional, scheduled, daily, study program.

Thirteen courses were offered; seven faculty (on a part-time basis), one media specialist, a part time assistant and the director served on the staff. Two hundred and eighty-two students took the courses. These courses were offered in several time formats. Course outlines and individual modules were especially designed for these courses.

Faculty and staff who participated in the project met frequently to make plans, and discuss problems. Evaluation instruments were prepared, used, and revised for purposes of assessing the program.

Conclusions of faculty and students indicate that approximately equivalent learning took place in the self-paced and in the traditional educational formats and the self-paced independent program does provide opportunity for students to study who would be unable to attend shcool in a traditional environment.

Introduction

This report gives an account, in brief form, of an independent, self-paced educational program which was provided by the School of Library Science at the University of Southern California.

The basic hypothesis was that many people because of personal circumstances, heavy financial and family obligations and/or job-related responsibilities are unable to attend classes in the traditional, scheduled, daily class-room setting of formal, on-campus study.

The program was limited to a few selected classes during the fall 1975-spring 1976 and summer 1976 sessions. Courses were offered in different time frames, infrequent day and evening sessions, in long "block" sessions on Saturdays and frequent intensive summer session meetings.

Faculty members developed outlines and comprehensive modules for each course. Audio-visual instructional materials were also developed for each course and the faculty and staff involved in the project met frequently for consultation and planning.

Evaluation instruments and methods were used during each regular session and the results discussed in group meetings of the faculty and staff who were involved. Copies of these materials were forwarded in earlier reports.

Methods or Procedures

The project was begun in September 1975. Publicity announcements about the program had been issued to newspapers, to a mailing list of libraries and library organizations in California and to national library journals. Copies of some of these materials were sent in in earlier reports.

The Director of the project met with the faculty members, assistant dean, and media specialist who had indicated they were interested and willing to work in the program. Meetings were held generally on a weekly basis during the first semester, until the project got underway and after that still on a frequent basis. The early sessions were devoted to planning and policy decisions. Later there were reports on programs and problems and future plans.

Course outlines and modules were prepared for the "self-paced" courses. Decisions were made as to how often exams would be given and a committee prepared instruments for evaluating the courses. The media specialist worked with individual faculty members to develop audio-visual and other instructional materials for the various courses. Members of the group exchanged ideas with other media specialists such as Helen Gothberg of the University of Arizona Library School faculty, with Jeffrey Dimsdale and Leo Lejeunesse of the Golden West College faculty (a California college) and with William Thomas, Chancellor of Johnston College (an experimental college which is a part of the University of Redlands).

Results

Thirteen courses were offered over a period of one academic year and a summer session in several experimental time formats. The staff personnel involved seven faculty members (on a part-time basis); a media specialist, a part-time staff assistant, an assistant dean and the director. Two hundred and eight-two students took the courses.

Particular attention was given, by faculty members, to the development of course outlines, instructional media, and bibliographies so that students would, by these guides, have more assistance for self-paced, independent study and would thereby be less dependent on the teacher as is customary in the traditional class setting.

Serious efforts were made to evaluate the effectiveness of the program. A committee prepared an evaluation instrument which was administered to all classes at the end of the first semester. This was revised and used again at the end of the second semester. Also, at the end of the second semester, each faculty member had an oral interview, either in person or by telephone with every fifth person in each class; the latter practice was followed again at the end of the summer session. (Copies of the forms used were forwarded with earlier reports).

As the courses progressed, faculty members continued to revise their course outlines and their teaching methods; the instructional materials have been greatly improved. It was interesting to note that audio-visual materials were sometimes received with somewhat lukewarm responses. The "block" intensive all-day Saturday sessions seemed to be very satisfactory as did the courses compressed into one month in the summer session. From "feedback" obtained from both the students and faculty who were involved, it seems conclusive that each of the styles of self-paced courses taught proved their worth.

Conclusions

After offering thirteen library science courses in each of three non-traditional formats, (these formats have already been described) the faculty and staff and students who were involved offer a rather general observation as follows:

All three formats were acceptable. Some students prefer more structured courses than the true self-paced format allows. They prefer the socialization with classmates and the interaction between student and instructor. This may be due to the radical departure of the self-paced from the traditional courses which most American students have had. Other students were very pleased to have the opportunity to have the self-paced, independent-study format because of work commitments, family obligations or long commuting distances. Faculty members teaching the courses, after testing students in these courses and comparing the scores with those of traditional classes, expressed the opinion that the students performed about equally in the two types of courses. One faculty member said that students in his "self-paced" course had better test scores than those in his traditional course. Another faculty member said, "My own strong subjective impression on this matter is that approximately equivalent learning took place in both styles of instruction. In order to statistically test this hypothesis, a much more controlled set of conditions would have to be used." This statement reflects the general consensus of this report. An effort will be made to further study and improve this type of course and to set up conditions which will provide reliable evaluations for future guidance.

Executive Summary

I. This "Library School Educational Program Without Walls," Offered by the Graduate Library School of the University of Southern California in the 1975-76 academic year and the 1976 summer session was initiated to provide an independent, self-paced educational program in library science to persons unable to attend classes in the traditional, scheduled, regular format.

II. Objectives and Scope of the Study

A. The general objectives and needs for the program were:

- To provide opportunities for independent, self-paced study to those persons who cannot, for financial, family, or personal reasons, pursue traditional regularly scheduled classes.
- To allow individuals to pursue a degree or continuing education program in a manner and under circumstances convenient to them.
- To help professional, career-oriented individuals become more effective and more perceptive members of society.
- To provide educational opportunities to persons who wish to take responsibility for their own learning.
- To serve as a prototype professional school in this experimental pilot program designed to assist in supplying the future information needs of society.

1. In order to achieve these objectives, to inform people about the program, and to get it underway the following activities were undertaken:

a. Publicity announcements were disseminated to the news media, to selected libraries, and to national library journals.

b. The Director of the project met with the faculty and staff who had indicated interest and willingness in participating.

c. Decisions were made as to the number and most appropriate courses and time formats for these courses.

d. Meetings of the staff were held on almost a weekly basis during the first semester and after that there were frequent meetings to discuss problems, progress and future plans.

B. In order to fulfill the above objectives the faculty had to plan a course of study and prepare outlines for each class.

1. The following work was done:

a. Each teacher prepared course outlines specifically planned and with well developed individual modules for each independent, self-paced course.

b. Each faculty member worked with the media specialist to develop instructional materials which would enrich the courses and would assist the student in his or her studies.

c. The entire staff met in committee sessions and reviewed and revised the work which was in progress.

C. Scope of the study

1. Six classes were offered in this program during the fall semester, five in the spring and two in the summer.

2. A total of 282 students enrolled in these courses.

3. Courses were excluded which did not seem to lend themselves readily to the self-paced format.

III. Methodology

A. Courses were offered, on an experimental basis in several time formats:

1. In the fall semester courses were offered in late afternoon and evening sessions and met only every three or four weeks.

2. In the spring,one day-time class met also every three or four weeks; two other classes met as they had in the fall and two classes met in "block" sessions from 8:30 a.m. - 4:30 p.m. on six Saturdays during the smeester.

3. In the summer two courses met daily from 8:30-10:30 a.m., for four weeks. (In each of these cases, a semester's credit was earned).

B. Tests were prepared for each class that were equivalent to the tests given in the traditional sections of the courses.

C. Evaluation tools were prepared, administered and revised for each course. The purpose was to try to determine the effectiveness of the courses and the student reactions to them.

D. Effective and ineffective activities

1. Effective activities include the development of some very complete and excellent course outlines for independent, self-paced study; the presentation of sound course content in a time frame that accommodated individual differences; and, the use of effective auxiliary instructional materials and evaluation instruments.

2. Ineffective (or, perhaps not quite as effective), work was related to the production of audio-visual materials. Although the materials were useful, they were not of the quality that was desired.

Notes: (1) the basis for evaluating the program was done in several ways: the use of questionnaires and personal interviews with students; and, a "self-evaluation" by the staff group of the entire program.
(2) Following the evaluation of the first semester's work, different time formats were tried in the second semester and in the summer session and the evaluation procedures were revised.

IV. Significant associated data

A. It is important that provisions be made for:

1. Faculty and staff to have adequate time for preparation of materials for self-paced courses.

2. For adequate budget for audio-visual development projects.

3. For skilled technical staff in the audio-visual area.

Note: Although the Office of Education made a generous grant to the Library School for this program, the program could not have been put on without the extensive help and facilities of the University.

V. Conclusions

A. This program was a good one; it was effective in that approximately equivalent learning took place in the "self-paced" and in the traditional courses; at the same time, students were accommodated, in their personal situations, and were able to have study programs that they could not have had in a traditional program of instruction.

VI. Recommendations

A. For future or similar programs it is recommended:

1. That only a restricted number of courses be offered.
2. That these be carefully tested and compared with traditional courses.
3. That students be instructed, in preliminary sessions, about "how to do" independent, self-paced, self-disciplined study.
4. That faculty members have prepared all materials for the courses, well in advance of the time when the courses are to be offered.
5. That a controlled set of conditions be planned, in advance, in order to fully test the hypothesis that self-paced independent study programs are needed and valuable educational experiences.

Final Report

Project No.: 475AH60018

Grant or Contract No.: G007603326

Title of Report

Library School Educational Program Without Walls

Martha Boaz, Director

University of Southern California
School of Library Science
Los Angeles, California 90007

September, 1977

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

FINAL REPORT

Type of report:	Final report
Project No.:	475 AH 60018
Grant or Contract No.:	G007603326
Contractor/Grantee:	Martha Boaz, Director University of Southern California School of Library Science Los Angeles, California 90007
Title:	Library School Educational Program Without Walls
Date of Submission:	October, 1976
Identification of Sponsor:	U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE Office of Education Office of Libraries and Learning Resources

1. Major activities and accomplishments during this period (September, 1976-August, 1977)

a. The Library School University of Southern California has received a grant of $44,900 from the Research Division, Bureau of Library Services of the U.S. Office of Education for a continuation of its "Independent Self-Paced Professional Educational Program." The first year's grant was in the amount of $86,000.

The purpose of this program was to provide an independent, self-paced professional educational program in library and information science for those persons who were unable to attend classes in the traditional, scheduled daily classroom setting of formal on-campus study.

The program enables people to acquire the education required for entrance to the library profession and for those who already have the entrance degree it augments and expands and updates their knowledge. The curriculum accommodates working men and women, sales people and housewives and others who can benefit from the opportunity and who can in turn contribute to the library profession, the world of knowledge, and society, in general. The self-paced courses used a wide variety of teaching and learning methods and media.

The ultimate objective of the program was to attract people to graduate study who would not otherwise pursue professional education and to organize a program which, in time, promises to reduce the cost of higher education.

The course credits, tuition, and admission requirements were the same as those required for the regular courses. The main difference was the time frame. The classes met less frequently and students were given outlines, directives and assignments which they did on a more independent, self-directed basis than in a class which usually meets two or three times a week. Students were required to fulfill requirements and pass examinations as students do in the classes which meet on a regular basis.

b. Publicity announcements about the "Library School Educational Program Without Walls" were issued, in mid-summer, 1976, after official written notification had been received from the Office of Education. Notices were sent to newspapers, to a mailing list of libraries and organizations in the state, to national library journals and to the alumni of the Library School.

c. The courses which were offered in the program included:

(1) fall semester 1976:

Library Science 496, History of Books and Printing
Library Science 508, Information Sources: Social Sciences
Library Science 509, Selection and Acquisition of Library Materials

(2) spring semester 1977:

Library Science 509, Selection and Acquisition of Library Materials
Library Science 510, Information Sources: Sciences
Library Science 563, Information Systems for Library Service

Seventy-six students were enrolled in the fall and 100 in the spring classes, with a total of 176 for the year.

The classes were offered in several time frames: late afternoon, evening and Saturday. The late afternoon and evening classes met, once a week, six to eight times during a semester and the Saturday classes met in "intensive" block sessions on six Saturdays spread out over the semester. The latter met from 8:30 a.m. to 4:30 p.m. on the six scheduled Saturdays.

d. Faculty members teaching the courses met periodically with the Dean and with the Associate Dean to discuss plans, problems and progress. There was an exchange of ideas and considerable discussion about the advantages and disadvantages of the "self-paced" format.

e. Testing and evaluation forms were prepared; the purpose of using these forms was to get "feedback" from the students as to the strengths and weaknesses of the courses. These were revised and used again in the second semester. In one of the self-paced courses a comparison was made with the same courses offered in the traditional mode. Faculty members who taught the courses also gave both oral and written informal evaluations of the program. These have been reported in quarterly reports.

f. The following instructional materials were produced in the various courses: syllabi and well developed modules for each part of the course as well as assignments for each module and slide tape materials for certain of the units.

g. A professor from another department of the University, who is a specialist in study skills, lectured to each class at its first meeting and gave suggestions about how to proceed in an independent self-paced study program.

2. No special problems were encountered.

3. Significant findings and events

   a. The "Library School Educational Program Without Walls" (based on an independent, self-paced study concept) provides an educational channel for a significant group of students without which they might be unable to achieve their educational goals.

   b. The "self-paced type of learning experience is more congenial to some types of students than to others, due to their home and work situations as well as to such factors as preferred mode of study, degree of personal maturity, social and inter-group preferences, and level of relevant pre-requisite preparation. Students do not have opportunity to share opinions with other students or with the professor and student-teacher relationship usually suffers.

   c. Variations in teaching style and effectiveness may obscure main effects, especially if teaching style is naturally more consonant (or dissonant) with the self-paced (or the normal control) classroom approaches. A large sample of classes would be required to provide statistical control over such factors.

   d. Study of the unique aspects of the self-paced experience from the learner's point of view was augmented by:

      -An improved and refined student information sheet which was administered the first day of classes, both experimental and control.

      -Refined pre-tests of relevant preparation were developed for each of the three types of classes, with an experimental and control treatment. These tests were screened for items which were judged to reflect significant advantage to the self-paced or the control-normal classroom approach.

      -Post-tests were planned to be as comparable as possible and to have identified items that were perceived to favor the experimental over the control treatment or vice-versa.

      In the one course of which there were two sections, one a self-paced and one a regular class, the test results showed that the self-paced group had a significantly greater gain in learning the material but when the differences in test scores were compared by an independent t-test the results show only slight significance at the .05 level. This test tends to indicate little difference in effectiveness of the two methods.

e. The intensive day-long, "block" sessions held from 8:30 a.m.-4:30 p.m. were well received.

f. Audio-visual materials were not as enthusiastically received as might have been expected.

4. The same type of publicity material was disseminated throughout the year as had been used in the program of the year before (already described in this report).

5. Capital equipment acquisitions.

None

6. Data collection.

No forms requiring review or clearance were used.

7. Students worked on individual projects, in line with class assignments and with their individual interests.

8. Staff utilization.

Faculty members who taught the courses were on the regular faculty and taught these courses as a part of their load. One person, Robert Katter, worked for three months, February-April, with faculty members and staff in planning and in evaluation processes.

9. Activities planned for next reporting period.

This O.E. contract has terminated. The Director will try to prepare an article which will describe the program and which, hopefully, may appear in a national journal. The major purpose of this will be to show how federal funds were used in this program which may be of value to other schools planning a similar programs.

Author's Abstract

"A Library School Educational Program Without Walls" was offered by the Library School of the University of Southern California during the 1976-77 academic year; it was a continuation, with some changes, of a similar program offered during the previous year. This opportunity for an independent, self-paced study program was set up for persons who, because of heavy financial and family obligations, job responsibilities, or personal reasons were unable to attend classes in the traditional, scheduled daily classroom setting of formal on-campus study.

Six courses were offered. Five faculty members were involved and taught the classes as a part of their regular teaching load. One educational specialist worked in the project for three months and the director was involved for the entire year. One hundred and seventy-six students were enrolled in the courses. Course outlines and individual study modules were especially designed for the courses which were offered in three different time formats. Faculty and staff met to discuss plans and problems and particular attention was given to an evaluation of the courses. Pretests and post-tests were administered and an attempt was made to get student reaction to these courses as compared with those in the traditional format.

Conclusions were that approximately equivalent learning took place in the self-paced and the traditional courses. In general, there was a positive feeling about the independent, self-paced program and the conclusion was that it was of real value to those students who could not attend school in a traditional university schedule.

Introduction

This report gives an account, in brief form, of an independent, self-paced educational program which was provided by the School of Library Science at the University of Southern California.

The basic hypothesis was that many people because of personal circumstances, heavy financial and family obligations and/or job-related responsibilities are unable to attend classes in the traditional, scheduled, daily class-room setting of formal, on-campus study.

The program was limited to a few selected classes during the fall 1976-spring 1977 sessions. Courses were offered in different time frames, infrequent day and evening sessions, and in long "block" sessions on Saturdays.

Faculty members developed outlines and comprehensive modules for each course. Audio-visual instructional materials were also developed and the faculty and staff involved in the project met frequently for consultation and planning.

Evaluation instruments and methods were used during each regular session and the results discussed in group meetings of the faculty and staff who were involved. Copies of these materials were forwarded in earlier reports.

Methods or Procedures

The project was begun in September 1975. Publicity announcements about the program had been issued to newspapers, to a mailing list of libraries and library organizations in California and to national library journals. Copies of some of these materials were sent in earlier reports.

The Director of the project met with the faculty members, and Associate Dean who were interested and willing to work in the program. Meetings were frequently held until the project got underway. The early sessions were devoted to planning and policy decisions. Later there were reports on programs and problems and future plans.

Course outlines and modules were prepared for the "self-paced" courses. Decisions were made as to how often exams would be given and a committee prepared instruments for evaluating the courses. A staff member with a special background in testing was involved in the design of the evaluation instruments and each faculty member gave separate and individual reports and reactions to their own courses and to the program in general.

Results

Six courses were offered during the academic year in several time formats. The staff was comprised of five faculty members, who gave one third of their time to this project, the Associate Dean who served as a liaison person, the educational psychologist who worked for three months during the second semester and the director. One hundred and seventy-six students took the courses.

Faculty members were very diligent in preparing course outlines, bibliographies and guides which would be complete and which would enable the students to study independently, with less reliance on the teacher than is true in the traditional class which meets three times a week.

Particular care was given to the development of evaluation instruments which would evaluate the effectiveness of the program. (Copies of forms used were forwarded in the quarterly reports.)

It was interesting to note that students seemed to prefer the "intensive" all-day Saturday sessions to other time frames. They seemed to miss more frequent regularly scheduled classes mainly because of the social and personal contacts. On the whole, the independent, self-paced program was considered to be successful by both the faculty and students who were involved.

Conclusions

Conclusions at the end of this year are somewhat the same as those of the preceding year and confirm some of the generalizations made a year ago. Six courses were offered in three different non-traditional time formats (these formats have been described in preceding pages).

All of the formats were acceptable. The "intensive" all-day Saturday classes seemed to be the most favored by the students. Some of the disadvantages of the self-paced program are: (1) some of the students clearly are not "geared" to this type of study; (2) student teacher relationships usually suffer; (3) students do not have opportunities to share opinions with other students or with the professor. Advantages of the self-paced classes are: (1) they allow the student to proceed somewhat at his or her own pace; they free the student for greater and longer involvement in preparation; (3) they encourage more independent thinking, and, (4) they provide opportunities for students to get an education who could not attend classes which meet frequently.

The testing and evaluating processes used proved that students performed about equally in the self-paced and in the traditional courses. Given more staff, and more time to study and perfect a self-paced educational program, it would appear that such a program could be of great value to the field of education.

Executive Summary

I. The "Library School Educational Program Without Walls," an independent self-paced educational program, was offered during the 1976-77 academic year for the benefit of persons who could not attend classes in the traditional time format of classes which meet two to three times a week.

II. Objectives and Scope of the Study

A. The general objectives and needs for the program were:

1. To provide opportunities for independent, self-paced study to those persons who cannot, for financial, family, or personal reasons, pursue traditional regularly scheduled classes:

2. To allow individuals to pursue a degree or continuing education program in a manner and under circumstances convenient to them.

3. To assist persons to get an education who must integrate their education with their ongoing lives.

4. To offer opportunities for a mixed work-study program in order to help focus life patterns away from specifically compartmentalized time, age and educational levels to more integrated normal mixtures of education and work at all ages and throughout a life time.

5. To help professional, career-oriented individuals become more effective and more perceptive members of society.

6. ~~To develop a program which will assist individuals~~ in their self-enrichment goals to become more knowledgeable, imaginative, creative, critical, and useful people.

7. To provide educational opportunities to persons who wish to take responsiblity for their own learning.

8. To instill a desire for continued education and to provide skills that will enable the student to pursue independent, self enrichment study beyond this particular program.

9. To provide opportunities for research about independent study and evaluation of the independent, self-paced study curriculum as compared with the regular traditional program.

10. To serve as a prototype professional school in this experimental pilot program designed to assist in supplying the future information needs of society.

11. To place strong emphasis on student self-direction in learning, and, at the same time maintain close teaching-learning relationships between students, teachers, and other people.

12. to produce not "finished" graduates but life-long learners.

B. In order to fulfill the above objectives the faculty focused on new approaches to teaching and teaching methods.

The following work was done:

a. Each teacher prepared outlines, modules and study guides for each of the independent, self-paced courses.

b. Each teacher developed supplementary enrichment materials for the courses.

c. Refined tests were prepared to measure the self-paced as well as the traditional learning which took place in the classes.

d. The group of faculty members teaching in this project met with the director of the program, in committee session, to review and plan the work.

Scope of the study:

1. Three courses were offered in this program in the fall semester and three in the spring semester.

2. A total of 176 students enrolled in the courses.

III. Methodology

A. Courses were offered in several time formats:

1. In the fall semester two of the classes met from 6:30-9:10 p.m., one of the classes met on Tuesday evening and other on Thursday for 6 meetings. The "intensive" Saturday sessions met from 8:30 a.m.-4:10 p.m. on six Saturday.

2. In the spring semester one class met from 4:30-7:10 p.m., a second class met from 6:30-9:10 p.m.- both of these classes, for a limited number of meetings as had been true of the classes in the fall; there was a third class in the "intensive" Saturday time frame.

B. Evaluation

1. Periodic tests and examinations were given in each course and students' learning and performance were compared with that of students in the regular program.

2. An improved and refined student information sheet was administered the first day of classes.

3. Refined pre-tests of relevant preparation were developed for each of the three types of classes. These tests were screened for items which were judged to reflect significant advantage to the self-paced or to the control-normal classroom approach.

4. Post-test were also administered; there was particular interest in the results of one course which had two sections--one in the regular program and one in the self-paced. The post testscores showed that the self-paced group had a significantly greater gain in learning the material, but when the differences in test scores were compared by an independent t-test the results showed only slight significance at the .05 level. This test tended to indicate little differences in effectiveness of the two methods.

C. Effective and ineffective activities

1. Effective activities included the development of course materials that were especially adapted to self-paced learning and, in some cases, certain media were very helpful. The requirement for currency kept the faculty alert, with regularly updated materials. At least one textbook will probably be developed as a result of this program. According to one teacher, this type of study prevented the students from submitting "canned" bibliographies, calling them their own work. Another benefit was the presentation of sound course content in a time frame that accommodated individual differences and allowed students to hold full time positions and to come from distances more than 100 miles from the campus.

2. Ineffective work was, to some extent, related to the production of audio visual materials to supplement instruction. The personnel, time and skill required for production was not always available. There were some problems connected with the testing procedure. The testing instrument was not pre-validated and in several cases there was no control group. However, as one faculty member noted, "Every single student made a gain in score between the pre and post tests. That means they all learned something in the course, and it is statistically significant when you have 100% of the class improving."

IV. Significant associated data to be considered in planning such projects:

It is important that provision be made for:

1. Time for counseling and advising students who are contemplating taking these special courses. Motivation plays an important part in the sucess or failure of the student. Advisement should occur as far in advance of registration as possible.

2. Preparation, by the faculty, of course materials before the courses begin. Self-paced courses require <u>much more</u> in the matter of materials for student guidance.

3. Provision for access to materials should be made so that students will be readily able to locate needed library and audio visual materials, either on the university campus or in locations adjacent to students' work or living environment.

4. Provision for tutorial assistance from faculty members. This can be done by telephone, letter or personal visits.

5. Skilled professional and technical staff should be available for media production and for evaluation procedures.

6. Adequate budgets should be provided for the development of the above needs as well as to compensate faculty members who are willing and interested in teaching the courses.

Recommendations: For future or similar programs it is recommended:

1. That an alternative be found in the university registration system which requires completion of the course within the semester. An alternate plan allowing more time would be more in keeping with the independent, self-paced concept of learning. It should be noted that this format will require even more time of the instructor and the library school administrator, but it probably will be more effective in serving the individual.

2. That regular up-dating of course materials be required of faculty for this is essential to teaching and learning effectiveness in the classes.

3. That faculty members be requested to prepare all materials for the courses well in advance of the time when the courses are to be offered. (Note: the self-paced course will never be better than well prepared and well taught classroom course with a live instructor. It does, however, have a place in library education. That place is to serve students whose work schedules, family responsibilities, or geographic locations do not permit regular attendance at school.) On the whole, the "Library School Educational Program Without Walls" has been a good program and compared well with its traditional educational counterpart.

4. That students be instructed in early session(s) about "how to do" independent study and that only mature, well-motivated students be allowed to take the courses; that a test be devised to check students' ability to perform in independent, self-paced courses.

5. That plans be made for students to have regular contact with instructors (when needed or desired).

6. That pre-tests, post-tests and other testing instruments be pre-validated and balanced in content.

7. That, when possible, the self-paced group of students be compared with the control group in order to make a direct statistical comparison between the two.

8. That other variations of the format used in this be tried; for example: two-week intensive courses, in which a class might be held three or four hours per day, six days per week for a two week period. Suitable two week periods might include Christmas vacation and two weeks in June between the end of spring and beginning of summer sessions. (Note: It was hoped that this could have been done, in this program, this year, but personnel was not available for it).

9. That courses in simulation and gaming be offered in the self-paced curriculum. These might be highly amenable to the flexible formats of self-paced and "intensive" that have already been used in this program.

10. That research be done in several areas: (1) adult learning and in general, the effectiveness, of self-paced independent study; (2) an analysis of learner responses to the use of media (particularly television) in this type of curriculum; and, (3) a comparison of self-paced, independent courses with those in the traditional format.

11. That the self-paced courses offerings be limited to certain classes which best lend themselves to this format; that a certain number of courses always be required in a regular full schedule for a degree.

Conclusions

This self-paced program was, on the whole, a successful one. The quality of the students and the level of their performance were, on the whole, equal to the students in the regular program. The self-paced students tended to have fewer incompletes than students in the regular courses. The program provided a curriculum and schedule variation that accommodated motivated students who, because of personal or job problems, could not conveniently attend school in the traditional schedule of two to three class meetings each week.